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ABSTRACT

This update provides information about statewide writing assessment administration procedures in Nebraska and statewide assessment reporting, and contains a review of model assessments. The information is intended to assist local educators in planning and preparing for the Statewide Writing Assessment in February 2001 and the reporting of local assessment information in June 2001. The update continues the series of materials provided by the State Department of Education to assist in the implementation of the School-Based Teacher-Led Assessment and Reporting System (STARS). The statewide writing assessment was planned to assess all public school students in grades 4, 8, and 11 in February 2001 in a 2-day assessment with drafts generated the first day and revised on the second day. Guidelines are presented for administering the assessment. The reports, due in June 2001, relate to progress toward reading, speaking, and listening standards. A review of model assessments has been legislated as part of the Nebraska accountability process in STARS, and this update clarifies the requirements for choosing, implementing, and reporting assessments on a local basis. (SLD)

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ED 455 260

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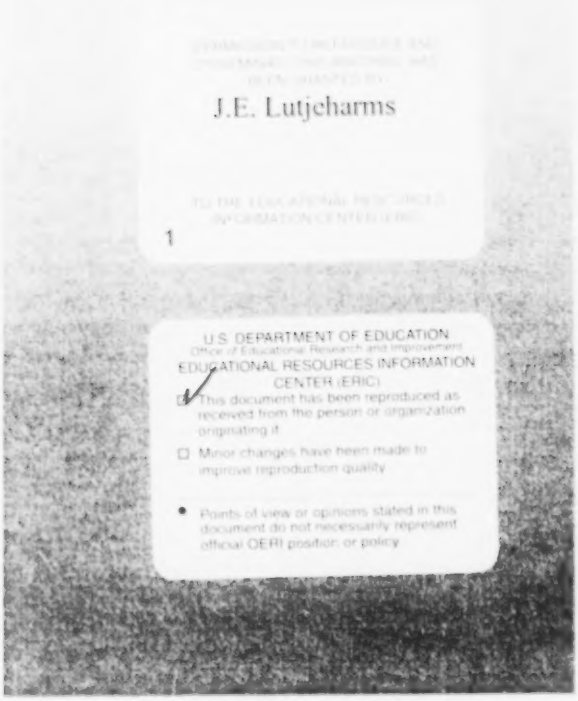
STARS

School-based
Teacher-led
Assessment and
Reporting
System

Update #4

Planning for
Writing Assessment
Assessment Reporting
Model Assessments

December 2000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Purpose of STARS Update #4

STARS UPDATE #4

This Update provides information about:

- Statewide Writing Assessment Administration Procedures
- Statewide Assessment Reporting
- Review of Model Assessments

This information is intended to assist local educators in planning and preparing for the Statewide Writing Assessment in February, 2001, and in the reporting of local assessment information in June, 2001.

PREVIOUS STARS MATERIALS

This Update continues the series of materials provided by the Nebraska Department of Education to assist in the implementation of the School-based Teacher-led Assessment and Reporting System (STARS). The series includes:

- Nebraska School-based Teacher-led Assessment and Reporting Systems (STARS) Guide of October 1999
- STARS Toolkit distributed in December 1999 (no longer in print)
- STARS Update #1 in May 2000 (Moving Forward With Assessment)
- STARS Update #2 in August 2000 (A STARS Summary)
- STARS Update #3 in September 2000 (Writing Assessment)

Schools are encouraged to maintain the complete set of the STARS Guide and Updates for reference in local planning.

ENCLOSED RESOURCE MATERIALS

The following materials are also being provided to assist school districts in assessment and accountability planning:

- Getting Excited About Data by Edie L. Holcolmbe (One book has been included for the superintendent in Class II-VI school districts and to staff developers in the Educational Service Units.)
- Goals 2000 Assessment Project Report (A copy is enclosed to all school buildings and Educational Service Units.)

STARS

School-based Teacher-led Assessment and Reporting System

Update #4 -- DECEMBER 2000

I. Statewide Writing Assessment Administration Information

II. Statewide Reporting

III. Review of Model Assessments

I. Statewide Writing Assessment Administration Information

This section provides information to assist teachers in planning for administration of the statewide writing assessment in February, 2001. The information will also be included in the Assessment Administration Manual.

I. Nebraska Statewide Writing Assessment Administration Information

The information in this update provides a summary of preparation and administration procedures for the Statewide Writing Assessment. A Statewide Writing Assessment Administration Manual, along with the assessment materials, will be sent to the superintendent or designated assessment coordinator of all school districts in January 2001. The Writing Administration Manual contains the general information found in STARS Update #3 plus the specific administration procedures included in this Update. Nebraska educators may review this material for pre-planning.

Information regarding administration of the Statewide Writing Assessment in this Update includes:

Preparing for the Assessment

- Who Will Be Assessed?
- Overview of Procedures
- Writing Assessment Materials Provided to Each District
- Additional Materials You Will Need
- Some Helpful Procedures Prior to the Assessment

Administration Procedures

- General Guidelines
- Day 1
- Day 2

Checking and Completing Materials

The Statewide Writing Assessment Administration Manual will also include detailed information about submitting papers to regional sites for scoring.

Preparing for the Assessment

Who Will Be Assessed?

All public school students in grades 4, 8, and 11 will be assessed. Every student must be accounted for, even those who participate in an alternate assessment or who are absent.

For some students the assessment may be adapted; or there may be students who, for various reasons, may participate in an alternate assessment. When making the decision to adapt the assessment or to administer an alternate assessment, you should follow the procedures outlined in the Guidelines for Including Students in the Assessment. (These guidelines are found in STARS Update #3 and will also be included in the Writing Assessment Administration Manual.).

Overview of Procedures

Administration Dates (February 5-23, 2001)

The Statewide Writing Assessment must be administered **on two consecutive days between February 5 and February 23, 2001**. Local school districts may select the days during which their students will participate in the assessment.

If any students take an alternate assessment, or if the assessment is given with accommodations, that information will be recorded on the information label cover sheet of the student assessment booklet. (To be provided to all schools.)

Description

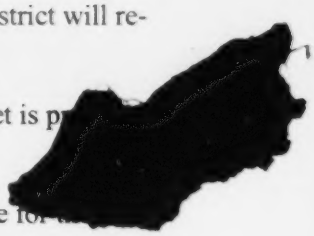
This assessment is administered on two consecutive days. On the first day students will be given a writing prompt from which they are to generate preliminary drafts. On the second day, students should revise their preliminary drafts to produce a final copy. On both days, students are permitted to use published dictionaries and/or thesauruses that are normally available in the classroom.

Students will be asked to produce writing samples in the following writing modes or genres:

- Grade 4 - Narrative
- Grade 8 - Descriptive
- Grade 11 - Persuasive

Writing Assessment Materials Provided to Each District

In addition to the Statewide Writing Assessment Administration Manual, each district will receive the following assessment materials:



1. Student writing assessment booklets - One writing assessment booklet is p[illegible] for each student. The writing assessment booklet contains:

   - Student information cover sheet (The cover sheet includes a space fo[illegible] containing district, building, and student information.)
   - Student Instructions for Writing sheet
   - Two lined sheets of paper for the **final** copy of the writing sample

   Note: All assessment booklets should be kept in a secure location until they are distributed on the days of the assessment. Students should not have access to the instructions for writing or writing prompts prior to the assessment days.

2. Information labels—(one per student) — A two-part, tear away label containing the district, building, and student information should be affixed to the cover sheet of each assessment booklet prior to administration of the assessment.

3. Blank information labels for any new student – Blank student information cover sheet labels will be supplied for students who may have moved into the district after the deadline for pre-entering student information. The blank cover sheet labels should be completed by school staff before the assessment is administered.

Additional Materials You Will Need

1. Lined paper
   - For students who will need it for rough drafts of their writing. (Students may also use their own paper for prewriting or rough drafts.)
   - For students who may need additional sheets for their final copy.

2. A supply of pens and pencils
   - Although students are expected to use their own pens and pencils on the days of the assessment, a supply should be on hand for those who may need them.

3. Resources for word definitions and spelling
   - Published dictionaries and thesauruses that are normally available to all students in their classrooms.
   - Note: Reference sources such as textbooks, encyclopedias or almanacs are **not** to be used during the assessment, although students may have consulted such a resource on their own outside of class.

Some Helpful Procedures Prior to the Assessment

The following procedures will help to create conditions for a successful writing assessment administration:

1. At least several days prior to the days of the assessment, review the procedures in the administration manual with all personnel who will be involved in the administration of the Statewide Writing Assessment.

2. When the student assessment booklets arrive, affix the information labels to the booklet cover sheets. Make sure you have the proper quantity of labels and booklets. If you need additional assessment booklets or labels, notify staff members at the Nebraska Department of Education Assessment Office by calling 402-471-2495.

3. Observe assessment security measures prior to the assessment. Keep all materials in locked storage until you are ready to distribute them to students. You will also need to keep all writing assessment materials secure overnight during the two days of the assessment.

4. Minimize interruptions or disturbances during the assessment. Teachers may want to post a "**TESTING - PLEASE DO NOT DISTURB**" sign on their classroom door while the assessment is in progress.

Administering the Assessment

Before administering the writing assessment, classroom teachers should read the student instructions carefully in order to be familiar with all the steps and procedures. (Found on the next two pages.)

General Guidelines

1. Standard administration of the writing assessment should be in the student's regular classroom setting.

2. This assessment is administered on two consecutive days:
   - **Students in Grade 4 will have 35 minutes on each day.**
   - **Students in Grade 8 and Grade 11 will have 30 minutes on each day.**

3. Most students will use the first day to do their prewriting and to write their preliminary drafts. Most students will use the second day to revise and edit their drafts and to recopy their final copy into their assessment booklet.

4. **The final copy should be written on the lined paper provided in the writing assessment booklet.** If students need additional paper to complete their final copy, they may use additional paper, which should then be stapled to the booklet.

5. Students in Grades 8 and 11 are required to write their final copy of the writing sample in blue or black ink. **(Students in Grade 4 may write their final copy in blue or black ink or in pencil.)**

6. The use of word processors is not allowed except as a specified accommodation for students with disabilities.

7. In cases where a student's Individual Education Plan (IEP) specifies accommodations to facilitate writing, corresponding accommodations should be accorded the students working on this assessment.

8. Students who finish ahead of other students and have turned in their assessment to their teacher should have reading materials or other planned activities available which they can do on their own so that they will not disturb those who are continuing to work on their writing.

9. Students may not use peer editing or response groups during the assessment.

10. Teachers may not proofread or otherwise edit student work.

Instructions for Administering the Assessment

Day 1:

1. Distribute student assessment booklets.

2. Have dictionaries, thesauruses, and extra pencils and pens available for students.

3. Make sure all students have paper for prewriting and rough drafts. Paper for prewriting is not provided in the assessment materials.

4. After the booklets have been distributed, tell students that the lined paper in the booklet is for their final copy only. Most students will not write anything in the assessment booklets until Day 2.

5. Read the Student Instructions for Writing aloud while students read along silently.

6. Remind students that they should try to complete a rough draft by the end of Day 1 of the assessment.

7. Students may do any prewriting they wish (outlining, etc.). However, students must do this prewriting individually. **Do not lead students in any structured prewriting activities, or make suggestions as to what they might write about.**

8. Maintain a quiet test atmosphere in which students work independently on their writing assessment.

9. Periodically post the time remaining in the assessment session.

10. **At the end of the assessment session on Day 1 ask students to write their names in the upper right hand corner of each sheet of their notes and rough drafts.**

11. Collect all materials and store them in a secure place until the next day.

Instructions for Administering the Assessment

Day 2:

1. Be sure that students' desks are cleared before handing out the materials you collected at the close of the assessment session on Day 1. Make sure each student receives his or her own materials.

2. Have dictionaries, thesauruses, and extra pencils and pens available for students.

3. Read the Student Instructions for Writing aloud while students read along silently. **Students will need to complete the final draft of their writing by the end of the writing session on Day 2.**

4. Remind students that their final copy should be written in blue or black ink. **Students in Grade 4 may write their final copy in pencil or blue or black ink.** All students should attempt to make their writing neat and readable. However, "neatness" per se will not affect scores. Cross-outs and insertions are allowed.

5. Maintain a quiet test atmosphere in which students work independently on their writing assessment.

6. Periodically post the time remaining in the assessment session.

7. At the conclusion of Day 2 of the assessment, students must stop writing whether they have completed their writing sample or not.

8. Collect all writing assessment materials (student assessment packets, rough drafts, notes, etc.) at the end of the allotted writing time.

Checking and Completing Materials

1. When the assessment is completed, separate all rough drafts and notes from the writing assessment booklets containing the students' final writing samples.

2. Make sure all pages of the student writing samples are securely stapled to the student information cover sheet.

3. Make sure any blank student information labels used on student assessment booklets are complete before booklets are submitted for scoring. Specific instructions for completing blank student information labels are found in the administration manual.

4. Return all writing assessment booklets, notes, and rough drafts to your district or building writing assessment coordinator for proper shipment or disposal.

5. Submit only the writing assessment booklets containing the final drafts for scoring.
   Note: Student writing assessment booklets submitted to a regional site for scoring will not be returned to local districts. Districts wishing to reference student writing assessments after the regional scoring is complete should photocopy the papers before submitting them for scoring.

STARS

School-based Teacher-led Assessment and Reporting System

Update #4 -- DECEMBER 2000

I. Statewide Writing Assessment Administration Information

II. Statewide Reporting

III. Review of Model Assessments

II. Statewide Reporting

This section provides information to assist school districts in planning for reporting of student success in achieving state or local standards in reading, speaking, and listening (due in June, 2001).

II. Statewide Reporting

Student Performance on Standards

The following provides information to assist school districts in advance planning for reporting student progress on reading, speaking, and listening standards. The report will be due June 30, 2001. The report may be submitted on the web, by paper/pencil or by data tape.

All school districts (even those with fewer than 10 students in a grade level) are required to report to the Department of Education the numbers of students who meet local or state standards.

- The report of student performance on standards is due to NDE on due June 30, 2001.
- Student performance on standards is to be reported to NDE by building.
- The reporting will include all students in grades 4, 8, and 11.
- Districts whose standards have been approved as equal to or more rigorous than the state standards may be reporting at different grade levels if the standards and assessment plan have been approved by NDE.
- Performance results of students in special populations will be included in the reporting of the total student population.
- The numbers of students who received testing accommodations will be reported.
- The numbers of students who were given alternate assessment will be reported.
- The Nebraska Department of Education will provide three reporting templates:

  - A template with four proficiency levels: beginning, progressing, proficient, advanced.

  - A template with two proficiency levels: standards met, standards not met (This may be used only by **non** Title I schools.)

  -A blank template for schools whose standards have been approved as equal to or more rigorous than state standards.

- Each building's report will include descriptive information about the student population. For example, information will be included about the numbers of students in specified categories: special populations, English Language Learners, ethnic groups, etc.

- Districts will report the total **number** of students in the following categories by building:
  - -Female
  - -Male
  - -Ethnicity:
    - -White Not Hispanic
    - -Asian/Pacific Islander
    - -Hispanic
    - -American Indian/Alaska Native
    - -Black Not Hispanic
  - -Total Socioeconomic (free and reduced lunch as of last Friday in Sept.)
  - -Total High Ability Learners
  - -Mobility (transfers in/out of the school)
  - -Migrant (transfers due to temporary or seasonal activity)
  - -Special Education
  - -English Language Learner (ELL)
  - -Title I Students

- **Any information that schools have already reported to the Nebraska Department of Education in earlier reports will be pre-printed on the reporting forms and templates.**

- Because student numbers are collected at different times throughout the year, the numbers at reporting time (June 2001) may vary from original numbers. That is to be expected and is acceptable.

- Reporting may be done in any of the following formats: the web, paper/pencil, or data tape.

- The web based reporting template may be accessed by clicking on the NDE Homepage at www.nde.state.ne.us, clicking on the STARS box and clicking on the *Student Performance Reporting* menu item.

- A copy of the web based reporting template is included on page 2.4.

Local Data Collection

Each district will determine its own approach to local data collection. The chart on page 83 of the Fall 1999 STARS planning guide can be used to design paper/pencil data collection charts.

Technical support for electonic data collection has been designed by your local Educational Service Unit. You may contact the ESU in your area for assistance.

	Contact Name	Email Address	Phone Number
ESU# 1	Jim Hopkins	jhopkins@esu1.org	402-287-2061
ESU# 2	Dianne Wolfe	dmwolfe@mail.esu2.org	402-721-7710
ESU# 3	Bill Menousek	menousek@esu3.org	402-579-4890
ESU# 4	Mark McMahon	mmcmahn@esu4.org	402-274-4354
ESU# 5	Vicki Hinz-Ensz	hinzensz@esu5.org	402-223-5277
ESU# 6	Sandy Blankenship	sjb@esu6.org	402-761-3341
ESU# 7	Sue Oppliger	sopplig@esu7.org	402-564-5753
ESU# 8	Pat Bechman	pbeckman@esu8.org	402-887-5041
ESU# 9	Gordon Roethemeyer	groethem@esu9.org	402-463-5611
ESU# 10	Graci Gillming	ggillming@esu10.org	308-237-5927
ESU# 11	Robert Hays	rhays@esu11.org	308-995-6585
ESU# 13	Scott Plummer	splummer@panesu.org	308-635-3696
ESU# 14	Craig Hicks	chicks@panesu.org	308-254-4677
ESU# 15	Wade Anderson	wander@esu15.org	308-334-5160
ESU# 16	Julie Barger	jbarger@esu16.org	308-284-8481
ESU# 17	Mary Gurney	mgurney@esu17.org	402-387-2520
ESU# 18	Nick Novak	cnovak@lps.org	402-436-1000
ESU# 19	Dan Bird	birdd@ops.org	402-557-2222

Nebraska Department of Education
Student Performance Reporting System

2000-2001 School Year

Due June 30, 2001

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School/Building Data

School Number:	99-0000-001
School Name:	Coolsville Elementary School One

School/Building Profile

(Numbers that appear were collected earlier in the year. Number of students assessed may vary.)

Grade levels included in this profile:		K-6
		Student Numbers
Total Building/School Population (Numbers based on fall report--last Friday in Sept. 2000):		139
Gender:		
Female:		79
Male:		60
Ethnicity:		
White Not Hispanic:		20
Asian/Pacific Islander:		25
Hispanic:		50
American Indian/Alaska Native:		12
Black Not Hispanic:		32
Total Socioeconomic (Free and reduced lunch as of last Friday in Sept.):		34
Total High Ability Learners:		14
Mobility (Transfers in/out of the school -- Expanded Definition):	Total	
Migrant (Transfers due to temporary or seasonal activity -- Expanded Definition):	Total	
Special Education (Number based on December 1, 2000 child count):	Total	
English Language Learner (ELL) (Number based on first Monday in April 2001):	Total	
Title I Students (Due June 30, 2001):	Total	

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(4th Grade Students Only)

4th Grade Special Education Students

Number of Students Assessed Without Accommodations

Number of Students Assessed With Accommodations

Number of Students Assessed With Alternate Assessment

4th Grade English Language Learners

Number of Students Assessed Without Accomodations

Number of Students Assessed With Accommodations

Number of Students Assessed With Alternate Assessment

Student Performance Data
(4th Grade only--Reading/Speaking/Listening)

Standard	Assessment Instrument			Student Performance Levels								*Click to Enter
				Standards Not Met				Standards Met				
				Beginning		Progressing		Proficient		Advanced		
	N	C	I	Number	%	Number	%	Number	%	Number	%	
4.1.1	☐	☐	☐									comments
4.1.2	☐	☐	☐									comments
4.1.3	☐	☐	☐									comments
4.1.4	☐	☐	☐									comments
4.1.5	☐	☐	☐									comments
4.1.6	☐	☐	☐									comments
4.1.7	☐	☐	☐									comments
4.1.8	☐	☐	☐									comments
4.2.5	☐	☐	☐									comments
4.3.1	☐	☐	☐									comments
4.3.2	☐	☐	☐									comments
4.4.1	☐	☐	☐									comments

***Explanation is required for any standard left blank -- click on comments section to explain.**

Submit School/Building Data

Return to list of schools in district
Without Submitting Data

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STARS

School-based Teacher-led Assessment and Reporting System

Update #4 -- DECEMBER 2000

I. Statewide Writing Assessment Administration Information

II. Statewide Reporting

III. Review of Model Assessments

III. Review of Model Assessments

This section provides information to assist districts in planning for submission of the model assessment information as required by state statute (due in June, 2001).

III. The Review of Model Assessments

Model Assessment – Clarification

A review of model assessments has been legislated as part of the accountability process in STARS, the School-based Teacher-led Assessment and Reporting System. School districts have been asked to participate in four processes:

Submit a district assessment plan (was due September of 2000)

- The plan outlined how a district planned to measure the achievement of all students.
- The plan specified the assessment methods that would measure each standard.
- The plan described how the district assessment would meet the six assessment quality criteria.

The Nebraska Department of Education has reviewed the plans and provided feedback for districts in order to assist in their planning.

Assess students in reading, writing, speaking, and listening – school year 2000-2001

- Districts should implement the assessment that they proposed in the plan.
- Districts should participate in the statewide writing assessment.
- Districts should monitor and make any needed changes in their assessment process.

Report student performance on standards (due June 30, 2001)

- Districts should report to Nebraska Department of Education the progress of all students on reading, speaking and listening standards in grades 4, 8, and 11. (Districts whose standards have been approved by the State Board of Education as "equal to or more rigorous than the state standards" may be assessing and reporting reading, speaking, listening at grade levels other than 4, 8, and 11. All districts will participate in statewide writing at grades 4, 8, and 11.)
- Districts are to report to their local public the progress of all students on reading, speaking and listening standards. The local report should also provide information regarding writing assessment.

Submit assessment models (due June 30, 2001)

- Districts are to submit materials for the **"Review of Model Assessment"** to the Nebraska Department of Education.

What is the Review of Model Assessment?

As required by legislation in the spring of 2000, school districts are to submit their assessments for evaluation by outside assessment "experts". Following this review, school districts will be provided examples of model assessments so that they can adopt or adapt from those models in order to more effectively measure the achievement of all students on the standards. The following is preliminary information about the model assessment review which will take place beginning in July of 2001.

The following format is provided to guide school districts in pre-planning for submitting assessments for review. Additional information will be provided in the next STARS Update.

Components of a Model Assessment Portfolio

By June 30, 2001, School districts should submit the following as an assessment portfolio:

Updated Assessment Chart

- The chart should identify the assessment **actually used** to measure each standard.
- The chart may be identical to the one in the District Assessment Plan if no changes were made.
- The chart may reflect any changes/updates made during the school year.

Quality Criteria for Local Assessment (found in the District Assessment Plan and identified in the STARS May 2000 update)

- Districts will describe what they **actually did** to meet quality assessment criteria:
  1. The assessment reflects the local or state standards.
  2. Students have an opportunity to learn the content.
  3. The assessments are free from bias.
  4. The level is appropriate for the students.
  5. There is consistency in scoring.
  6. Mastery levels are appropriate.

- These criteria were described in the District Assessment Plan, so if there were no changes in the assessment process from the original plan, this section might be identical to the one submitted in the District Assessment Plan.

- Updates or changes can be made in this description to describe what actually occurred.

Documentation

As districts assemble their assessment portfolio, they should consider the following:

- Some actual assessment instruments should be included in the model review. (These assessments should provide evidence of the six quality assessment criteria.)
- These assessments should include examples of how reading/speaking/listening standards were measured.
- Districts whose local standards have been approved as equal to or more rigorous than the state standards and who assess in grades other than 4, 8, and 11 will submit assessments representing the grade levels that they assess.
- **Complete directions about what assessments to submit and where to send them will be included in a later STARS update.**

Supporting Information

- Districts must explain how all students have been included in the assessment process, including descriptions of accommodations and subpopulations.
- Districts may include any feature that makes them unique.